**[](http://www.amazon.co.jp/gp/product/images/4033380108/ref=dp_image_0?ie=UTF8&n=465392&s=books)Book: *The Yellow Butterfly***

**By: Gomi, Taro**

**Level: Kindergarten**

**Unit: “Animals All Around Us”**

**Unit Time Frame: End of Year, 1-2 months**

**Unit Overview:**

Students will explore animals in many different habitats; the ocean, in the wild and in their own backyard (community and surrounding area). Students will be able to answer and ask simple questions about animals, referring to their color, size, etc. as well as sing simple songs in the target language and continue to explore the written and spoken language through authentic materials such as reading Japanese books and making animal origami figures.

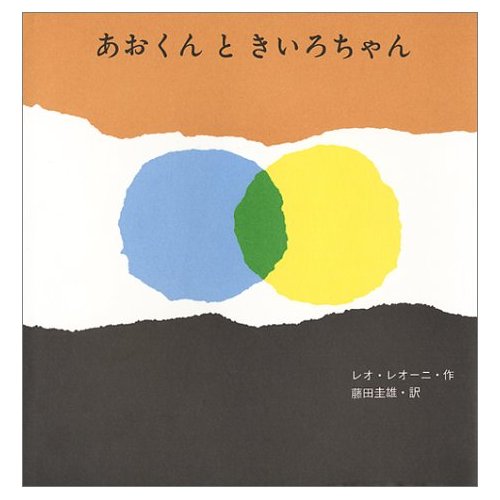
**Integration into other academic areas:**

The Kindergarten staff teaches animals, baby animals, animals in different habitats, etc. throughout the year with an emphasis on them in the late winter and spring season. This is part of their Science and Social Studies units along with integration into language arts activities. Our Kindergarten staff also highlights certain colors for each season, yellow being targeted for the spring season.

In this Kindergarten unit, the making of the origami butterfly is done in collaboration with the 4th and 5th grade classes, who are designated “big” buddies to each Kindergarten classroom. The older students use many words in Japanese while working with the younger students on this project.

**Other texts that are used in this unit:**

“Little Blue and Little Yellow” by: Leo Lionni “Colors Picture Book” by: Yuko Hayasaka



**Level: Grade 2**

**Time Frame: Beginning of the Year, 1st few weeks of school** (review of Grade 1 and Kindergarten Concepts)

**Second Grade Unit Curriculum Overview:**

At the second grade level, students continue to work with the basic concepts of the Japanese language and culture by putting together concepts, phrases, etc. that they have learned in Kindergarten and 1st grade. Throughout the year in 2nd grade, students will continue to work on their understanding of basic introductions and situational greetings as well as phrases/expressions, and use these in culturally appropriate ways. They begin to engage in simple conversations about topics familiar to their daily lives and the world around them, such as self introduction, the calendar, weather expressions, daily routines, descriptions of items in the classroom, school, home and community etc. The use of this book at the beginning of the year helps the students as a beginning learning target for a benchmark that we work on all year in the Interpretive mode of communication: **Students become increasingly aware of the relationship between specific written characters in Japanese and their use in relation to the understanding and production of ideas and meaning within specific contexts.** Students develop an awareness of the products and practices as they relate to the perspectives of the Japanese language and culture.

**Integration into other academic areas:**

The first Science units in 2nd grade are the life cycles of a butterfly and a frog. Therefore, this book and the others below serve as a good review of vocabulary from Kindergarten and 1st grade, and they make the connection to the Science units the students are studying at the same time. The life cycles of a butterfly and a frog fit in as a theme in the unit during the year called

Other texts used in this unit/level:

“Hello Red Fox” by Eric Carle “The Frog Song” by Seiji Yamamoto

